

Michigan Department of Education

What's New in the 2004 Michigan School Report Cards

The following are highlights of changes between the 2003 Michigan School Report Card (based on data from the 2002-03 school year) and the 2004 Michigan School Report Card, which is based on data from the 2003-04 school year.

Education YES! Grading System

The school report cards issued in January, 2003 represented the Department of Education's first attempt to combine the reporting requirements of No Child Left Behind and the new state accreditation system, *Education YES!* It was agreed at the time that refinements in the system would be needed and that local educators should be involved in recommending revisions. The Department convened an ad-hoc group of educators that identified both long-range and short-range recommendations for improvement in the report card system. Two high-priority short-range issues were identified with recommendations to the State Board of Education:

1. The need to eliminate or reduce the number of schools that could not be given a **Composite grade** because of the lack of a Status or Change grade.
2. The manner in which the grade for **Achievement Change** is calculated.

The Review Group recommended that the report card display separate Status and Change scores for each subject area (ELA and math for elementary schools; ELA, math, science, and social studies for middle and high schools). The lack of a score in one area will still allow Status and Change grades to be calculated on the remaining scores.

The new report cards approved by the State Board of Education will look like this:

COMPONENT	STATUS	CHANGE ACTUAL	CHANGE ADJUSTED	SCORE	GRADE
Student Achievement					
English Language Arts					
Mathematics					
Science*					
Social Studies*					
Achievement Subtotal					
Indicators of School Performance					
Preliminary Score & Grade					
Adequate Yearly Progress					
Composite Grade					

* Middle and High Schools only.

Many schools were not assigned a Composite grade on the 2003 report card because a Status or Change grade could not be calculated. This was generally because of incomplete MEAP data in

a certain subject area, or because the tested group was less than 30. The new report card will score and grade each subject separately, allowing Achievement grades to be calculated (Based on Status and Change if available) even if data are not available for a certain subject area.

The Achievement Change grade was intended to recognize and give credit to schools whose Achievement Status scores were still below the state targets, but which were making progress in improving those scores. A school, for instance, with a Status grade of “D” might earn an Achievement grade of “C” or “B” if it was significantly increasing student achievement. This indeed worked for schools. On the other hand, the Achievement Grade worked against many high-performing schools with high Status grades whose achievement scores declined slightly. In numerous cases, schools that had an “A” in Status received an “F” in Change because of a slight decline in their scores, even though, in spite of the decline, student achievement remained at a very high level. Parents and the community in these schools objected to the “F” grades, believing they misrepresented what they viewed as continued high performance by their schools.

The State Board of Education approved a revised grading system for Change. The old system had the anomaly of giving “F”s to schools whose Achievement Status was relatively high but whose Change slope declined slightly on the recent MEAP assessments. The revised grading system divides the Change slope spectrum into bands, as illustrated below:

A	90 - 100
B	80 – 89
C	70 - 79
D	60 - 69
F	50 - 59

If a school’s Change slope is in decline (versus increasing on a slope to 100% proficiency in 2014), but the Status score is still high, the school will not get a grade any lower than the grade for the score band directly below the Status. Example: The school’s Status score is an 85, (“B”) but the Change slope is declining. Instead of receiving an “F” for Change the school would get a “C” (and a change score of 70), which is the grade for the band directly below the 85 Status score band (the “C” band). This provision for adjustment of the change score will be applied to a school for only two consecutive years of decline as shown by the Change score. In a third year of decline, the original Change formula will apply and the school might indeed then be assigned a lower grade.

Full Academic Year

Before the recent release of 2004 Winter Test MEAP data, schools had an opportunity to view and correct demographic data on students. Schools were able to indicate which students had not been enrolled for a full academic year. The Single Record Student Database (SRSD) also contains such information. The 2004 report card has been programmed to use both district-submitted and SRSD data in calculating AYP. In cases where demographic data have not been corrected, schools will need to use the appeals process (see below).

Flexibility on AYP Participation

The U.S. Department of Education recently announced that participation rate could be averaged over two or three years. We are taking advantage of this flexibility in programming the 2004 report cards. Although the federal regulations permit averaging up to a maximum of three years, we have only two years of data at this time – the participation rates from the last report card and the new rates for 2004. Example: last year's rate of 97% (made AYP), averaged with this year's rate of 93% (normally would not make AYP) = 95% (therefore made AYP). We will average in a third year in 2005. The multiple year averaging for participation will only be used when needed for a school – if a school does not meet the 95% participation requirement using 2004 data.

Flexibility on English Language Learners

The U.S. Department of Education also announced that the assessment scores of English Language Learners (ELLs, also referred to as limited English proficient students) who have been enrolled in school in the United States for less than a full academic year do not need to be used to calculate a school's AYP. These students still need to be assessed, however. These students must continue to participate in the state's mathematics regular state assessment (MEAP or MI-Access) although the student's performance will not "count" for NCLB purposes. For English Language Arts, it is sufficient to test them with the English language proficiency test being used by the school.

We have no data that show which ELL students have been in a school in the U.S. for less than a full academic year. Therefore, schools enrolling these students will need to handle this issue through the appeals process. Appeals will need to specify:

1. The name of the student and the student's Unique Identifying Code number;
2. The English Proficiency test used to test the student;
3. The student's score on the English Proficiency test; and
4. Assurance that the student was assessed in mathematics on the MEAP or MI-Access test.

Schools are encouraged to begin now to analyze and prepare these data in order to speed up the appeals process.

Schools with English Language Learners know that when these students reach Full English Proficiency (as measured by the district's English Language Proficiency test, e.g. the Woodcock-Munoz), they may be classified as FLEP – Former Limited English Proficient. They are then taken out of the LEP subgroup for which AYP is calculated. This became an issue for many schools which felt that, without the possibly better scores of these students, the LEP subgroup would continue to have difficulty making AYP. The U.S. Department of Education has announced that the assessment scores of FLEP students may continue to be counted in the LEP subgroup for up to two years after reaching full English proficiency. We do not yet have a tracking system for this. On the 2004 report cards, however, we will be including in the LEP subgroup all students designated as FLEP.

AYP and Alternate Performance Standards

In December, 2003, the U.S. Department of Education announced final rules for the reporting of students with disabilities who participated in alternate assessments. The rules permit up to 1% of the students with disabilities who participate in alternate assessment to be counted at the “proficient” level. At the current time, the percentage of Michigan students participating in the alternate assessment, MI-Access, is closer to 3%. The U.S. Department of Education is accepting requests from states to increase the 1% to a higher percentage. Michigan intends to but has not yet applied for this waiver. Therefore, the 1% rule will be applied to the 2004 report cards according to the federal law. In applying this rule to students who have been assessed with MI-Access, we will count the 1% starting with the highest scoring students and working down as proficient; other students will be counted as “not proficient.”

New Schools and Reconfigured Schools

In 2003 the Department of Education recognized that there are situations where the school configuration and the student population of a school may change to the point where it can be considered to be a new school, even though the school building may retain the same name and physical location. Examples include major changes in grade configuration or attendance boundaries. **We no longer ask that a new school building code number be assigned in this situation.** Instead, we ask that the district use the Report Card appeals process to describe the circumstances of the reconfiguration. An appeal should be filed describing the circumstances of the reconfiguration and the changes in student population. The Department will consider the request and will adjust the Report Card, if appropriate.

Specialized Schools

In the case of students attending a specialized school or program rather than the home school (e.g. alternative high school; special education center program, either stand-alone or hosted in a general education school facility; ISD operated school, etc.), the U.S. Department of Education allows for the assessment scores of these students to be:

1. Attributed to the school responsible for the instruction of the students, or hosting the program (that is, scores included in the specialized school’s or host school’s AYP calculation), OR,
2. Sent back to the home school, for inclusion in calculating AYP for the home school that sent the student to the specialized program.

In the 2003 report card, we used Number 1 above and will do so again for the 2004 report card. The Michigan Department of Education, however, is open to dialogue on this issue for the 2005 report cards.

Appeal Period

The time period for filing an appeal of the 2004 report cards for elementary and middle schools will be: June 10 through midnight of June 30. No appeals will be accepted after this period. The firmness of this timeline is necessary in order to meet the August target date for the public release of the report cards. In addition:

1. No appeals will be accepted for the School Performance Indicators (School Self-Assessment) once these have been approved and submitted by the superintendent.
2. No appeals will be accepted regarding failure to meet, or technical difficulties meeting, the May 18 extended deadline for submitting the Indicators.
3. Schools were given an opportunity, prior to the release of 2004 MEAP and MI-Access data, to correct student demographics. Because of this, complete and thorough documentation will be required for any appeals filed over demographics. In the last appeals period, demographic changes were accepted without documentation because of schools not having had a prior opportunity to review the student demographics. That will not be the case this time.

Report Card Appeals System

The Department has developed a new appeals tracker system that keeps together all information and communication about each appeal regarding the Report Card. When an authorized user enters the School Report Card web site, the user has the opportunity to communicate with the Department to make corrections to the data that the Report Card is based on. The User initiates an appeal by clicking “Request Appeal” on any page of the Report Card web site. Once an appeal is submitted, the user will receive an email confirming the appeal. The email communication will also include a secure URL or web address where the user can:

- View the original communication to confirm that the message was delivered and that the appeal is active;
- View additional communication from the Department about the pending appeal;
- Add information or clarify data regarding the appeal; and
- Verify that the Department has made appropriate corrections and that the appeal can be “closed.”

This system will allow the Department to track all appeals, ensuring that appeals do not fall through the cracks. It is critically important that users verify that their email address is correct when an appeal is filed. Users should also look for a confirming email after an appeal is initiated. All communication and action on each appeal will be accompanied by an email communication from the Department to the email address indicated on the original appeal.

Guide to Reading the Michigan School Report Cards 2004 Edition

The Michigan School Report Cards bring together a great amount of data and information. This guide is intended to provide a short explanation of the calculation of the various elements that make up the report cards.

Michigan's School Performance Standards

Taken together, *Education YES – A Yardstick for Excellent Schools* – the Michigan-based accreditation system - and Adequate Yearly Progress (AYP), under the federal No Child Left Behind Act (NCLB), are Michigan's school accountability system. NCLB requires that each state have a single school accountability system that addresses all public schools in the state and that includes AYP in conformance with the specific federal requirements. While *Education YES!* and AYP may be seemingly contradictory on specific details, both are focused on the same goal of high levels of achievement for all students.

Relationship between *Education YES!* and No Child Left Behind

Education YES! has a great amount of buy-in among both educators and the community at-large because it is felt that concerns have been heard and that the system is truly the product of the collective work of concerned citizens across the state. However, NCLB was passed and signed into law while Michigan was holding forums on *Education YES!* Michigan is comprehensively seeking to provide feedback to schools and parents on how they are faring based on high standards for all children. *Education YES!* will guide the state in assigning resources, special assistance (and ultimately sanctions for non-improvement) to those schools that need the most help.

Education YES! – A Yardstick for Excellent Schools

Education YES! uses several components that are interlinked to present a complete picture of performance at the school level. *Education YES!* is a broad set of measures that looks at school performance and looks at student achievement in multiple ways. Measures of student achievement in Michigan's school accreditation system include:

- Achievement status to measure how well a school is doing in educating its students.
- Achievement change to measure whether student achievement is improving or declining.
- Achievement growth (delayed until 2005-2006, see below) to measure whether students are demonstrating at least one year of academic growth for each year of instruction.

In addition the Indicators of School Performance measure investments that schools are making in improved student achievement, based on indicators that come from research and best practice.

Scores on all three components of *Education YES!* have been converted to a common 100 point scale where: 90-100 A; 80-89 B; 70-79 C; 60-69 D; and 50-59 F. Grades of D and F are not used for the school's composite grade, where the labels D/Alert and Unaccredited are used.

Achievement Status

Achievement status is measured in English language arts and mathematics at the elementary level. It includes science and social studies at the middle school and high school levels. Achievement Status uses up to three years of comparable data from the Michigan Educational Assessment Program (MEAP). For example, the data from the old reading test and the new English language arts assessment are not combined for the calculation of status. The following are the years of MEAP data that make up the grade for Achievement Status for 2003-04 :

Years of MEAP data that make up the grade for Achievement Status			
Content Area	Elementary	Middle School	High School
English Language Arts (Reading)	2002-03 and 2003-04	2002-03 and 2003-04	Class of 2004
Mathematics	2001-02, 2002-03 and 2003-04	2001-02, 2002-03 and 2003-04	Class of 2003 and 2004
Science		2001-02, 2002-03 and 2003-04	Class of 2003 and 2004
Social Studies		2001-02, 2002-03 and 2003-04	Class of 2002, 2003, and 2004

The method of computing achievement status uses students' scale scores on the Michigan Educational Assessment Program, as weighted by the performance level or category (1,2,3,or 4) assigned to each student's score. Scale score values at the chance level are substituted for values below the chance level because values below that point do not have valid information about the student's performance. A template is provided that a school can paste in MEAP data to see how the values are derived. The weighted index is computed by following these steps:

1. Multiply each student's scale score by the performance level (i.e. 540*2);
2. Sum the resulting values resulting in the sum of the index values;
3. Sum the performance levels or weights;
4. Divide the sum of the index values by the sum of the weights.

The intent of the weighted index is to encourage schools to place priority on improving the achievement of students that attain the lowest scores on the MEAP assessments.

Cut scores for the score ranges in achievement status were set by representative panels that assigned grades to selected schools. The cut scores were reviewed by the Accreditation Advisory Committee and approved by the State Board of Education. The Accreditation Advisory Committee, a group of five national experts, was appointed by the State Board of Education to advise the Board on the implementation of the *Education YES!* school accreditation system.

The cut scores in the following table have been adjusted to meet the scales of the current MEAP assessments.

Score Range	Elementary		Middle School			
	English Language Arts	Mathematics	English Language Arts	Mathematics	Science	Social Studies
100-90	542.1 and above	543.7 and above	546.0 and above	528.0 and above	544.6 and above	508.4 and above
80-89	535.1 – 542.0	533.7 – 543.6	532.0 – 545.9	522.1 – 527.9	537.5 – 544.5	503.4 – 508.3
70-79	523.5 – 535.0	517.5 – 533.6	522.6 – 531.9	502.0 – 522.0	528.7 – 537.4	494.9 – 503.3
60-69	518.8 – 523.5	510.4 – 517.4	509.8 – 522.5	484.2 – 501.9	506.6 – 528.6	476.9 – 494.8
50-59	518.7 and below	510.3 and below	509.7 and below	484.1 and below	506.5 and below	476.8 and below

Score Range	High School			
	Reading	Mathematics	Science	Social Studies
100-90	550.2 and above	558.1 and above	547.2 and above	509.9 and above
80-89	534.1 – 550.1	537.5 – 558.0	530.5 – 547.1	501.4 – 509.8
70-79	517.9 – 534.0	516.8 – 537.4	514.1 – 530.4	492.9 – 501.3
60-69	501.5 – 517.8	496.1 – 516.7	497.4 – 514.0	484.1 – 492.8
50-59	501.4 and below	496.0 and below	497.3 and below	484.0 and below

Achievement Change

Achievement change uses up to five years of comparable MEAP data to determine if student achievement in a school is improving at a rate fast enough to attain the goal of 100% proficiency in school year 2013-14, as required by the No Child Left Behind Act (NCLB). The change grade is derived from the average of up to three calculations of improvement rates (slopes) using the school's MEAP data. Scores from MEAP assessments that are not comparable will not be placed on the same trend line.

Years for Which MEAP Data Are Used to Calculate Improvement Rates for Achievement Change			
Content Area	Elementary	Middle School	High School
English Language Arts (Reading)	1998-99, 1999-00, 2000-01, and 2001-02 Reading and 2002-03 and 2003-04 ELA	1998-99, 1999-00, 2000-01, and 2001-02 Reading and 2002-03 and 2003-04 ELA	Class of 2000, 2001, 2002, and 2003 Reading
Mathematics	1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, and 2003-04	1996-97, 1997-98, 1998-99, 1999-00, 2001-02, 2002-03 and 2003-04	Class of 2000, 2001, 2002, 2003, and 2004
Science		1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, and 2003-04	Class of 2000, 2001, 2002, 2003, and 2004
Social Studies		1999-00, 2000-01, 2001-02, 2002-03 and 2003-04	Class of 2000, 2001, 2002, 2003 and 2004

The Achievement Change component of *Education YES!* was originally proposed to recognize improvement on the part of schools with low status scores. The Accreditation Advisory Committee recommended a policy-based approach to measuring achievement change.

Achievement change uses up to five years of comparable MEAP data to determine if student achievement in a school is improving at a rate fast enough to attain the goal of 100% proficient by school year 2013-14, as required by the No Child Left Behind Act. The change grade is derived from the average of three calculated slopes using the school's MEAP and MI-Access data. Scores from MEAP assessments that are not comparable will not be placed on the same slope line. Achievement Change is based on the goal of 100% percent proficient in 2013-14, as set in NCLB. Achievement Change is computed by dividing the computed slope by the target slope, determining the percent of the target that the school has attained.

2004 Report Card Format

The new reporting format for the 2004 School Report Card addresses the concerns about the grade and score for achievement change. Under the new format, scores and grades for each content area for each school. The content areas remain the same, using only English language arts and mathematics at the elementary level, and adding science and social studies at the middle school and high school levels. The score and grade for each content area is based on the score for achievement status, as adjusted by averaging it with the score for achievement change. A "floor" has been established by specifying a rule that a school's change score for a content area would be the higher of:

- The school's actual change score, using the same calculation method used in 2003; or
- The lowest score for the next lowest status grade assigned to the school for that content area (80 for an A, 70 for a B, etc...).

The following table shows the minimum and maximum change score, for each range of status scores:

Change Score Adjustment		
Status Score Range	Minimum Adjusted Change Score	Maximum Change Score
90-100	80	100
80-89	70	100
70-79	60	100
60-69	50	100
50-59	50	100

In cases where the score for achievement change cannot be computed, the score and grade for each content area will be assigned based on the achievement status score. This will allow composite scores to be computed for many schools that fall into one or more of the following:

- One or more years of MEAP data are not available for the school because:
 - MEAP tests for the school were missing;
 - Assessment data was not reported for the school; or
 - The number of students tested fell below the minimum group size for one or more years; or

- The school is too new, and does not have enough years of data to compute the change score.

Achievement Growth

The Michigan State Board of Education has decided that the Achievement Growth component will be delayed until the MEAP is expanded to assess all students in grades 3-8. The expanded MEAP will include a cross-grade score scale which will allow the measurement of student growth within the same school. It is planned that the expanded MEAP will be administered first in the 2005-06 school year, and that measurement of student growth will begin in 2006-07.

Indicators of School Performance

Education YES! provides both a snapshot of current school performance and a ladder for educators, supplying feedback and direction to assist them on a path of meaningful change. A key feature of *Education YES!* is the use of research-based leading indicators to measure school processes known to support academic achievement. A wide range of stakeholders were involved in shaping *Education YES!* The system was designed to reward schools for implementing the best educational practices in their school.

The Michigan Association of Intermediate School Administrators agreed to develop the 11 school performance indicators for the Michigan Department of Education. Under the direct leadership of Kent ISD and St. Joseph ISD, educators from across the state came together to develop criteria, rubrics, and a School Self-Assessment instrument for the 11 school performance indicators.

The scoring and grading for the Indicators of School Performance are based on the school's self-rating of each component for each indicator. Each school team assigned the school a rating for each component, using the following scale:

- Systematically and Consistently Meeting Criteria;
- Progressing Toward Criteria;
- Starting to Meet Criteria; or
- Not Yet Meeting Criteria.

The ratings were scored on a scale where the number of possible points for each indicator is 36. The number of points possible for each component varies based on the number of components in the indicator. This method equally weights each indicator. For example, an indicator with 3 components receives 12 points per component whereas an indicator with 4 components receives 9 points per component. The possible score for all schools is 396 (11 indicators times 36 points). A single grade is assigned to the group of 11 indicators. The school's grade is based on the percentage of the possible points that the school could score for the total of all 11 indicators.

The Composite Grade

In 2002-03, the composite school grade was derived from the individual school score and the school's status in terms of Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act. The weighting of the components of *Education YES!* in the composite grade was as follows:

Education YES! Composite Score Weighting

Component	Point Value	
	Until 2005-06	2006-07 and After
School Performance Indicators	33	33
Achievement Status	34	23
Achievement Change	33	22
Achievement Growth		22
Total	100	100

For 2004, the weighting of the composite *Education YES!* score and grade will be maintained. The scores for each content area will be averaged to calculate an achievement score and grade for each school. An achievement score for each content area is computed by averaging the Status and Change (or adjusted Change) scores for a content area. A preliminary aggregate achievement score is derived by averaging the scores from each content area. The preliminary aggregate achievement score is weighted 67% and the School Self-Assessment (Indicator score) is weighted 33% in calculating the preliminary score and grade for a school.

After the computation of a school's composite grade for achievement described above a final "filter" will be applied, consisting of the question of whether or not a school or district met or did not meet AYP. The answer to this question is an additional determining factor for a school's final composite grade on the report card. A school that does not make AYP shall not be given a grade of "A." A school that makes AYP shall not be listed as unaccredited. A school's composite school grade will be used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement.

Unified Accountability for Michigan Schools

Education YES! Composite Score	90-100	B (iv)	A
	80-89	B (iv)	B (iv)
	70-79	C (iii)	C (iii)
	60-69	D/Alert (ii)	C (iii)
	50-59	Unaccredited (i)	D/Alert (ii)
		Did Not Make AYP	Makes AYP

(i) – (iv) Priorities for Assistance and Intervention

State Accreditation

Schools that are labeled "A", "B", "C" or "D / Alert" will be accredited. Schools that receive an "A" will be summary accredited. Schools that receive a "B", "C", or "D/Alert" will be in interim status. Unaccredited schools will also be labeled as such. Summary accreditation, interim status and unaccredited are labels from Section 1280 of the Revised School Code.

Adequate Yearly Progress

NCLB requires that AYP be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (basic and apprentice) of achievement by 10% (“safe harbor”). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools. These achievement goals must be reached for each subgroup that has at least 30 students in the group. The group size is the same for the school, school district and the state as a whole. The subgroups are:

- Major Racial/Ethnic Groups
 - Black or African American
 - American Indian or Alaska Native
 - Asian American ,Native Hawaiian or other Pacific Islander
 - Hispanic or Latino
 - White
 - Multiracial
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged

Comparison with the State Objective

The State Board of Education in Michigan has determined the starting points listed below for the calculation of AYP. These starting points are based on assessment data from the 2001-02 administration of the MEAP tests and represent the percentage of proficient students in a public school at the 20th percentile of the State’s total enrollment among all schools ranked by the percentage of students at the proficient level.

Michigan Starting Points for AYP

47% - Elementary Mathematics
38% - Elementary English Language Arts
31% - Middle School Mathematics
31% - Middle School English Language Arts
33% - High School Mathematics
42% - High School English Language Arts

It should be noted that these state objectives are scheduled to increase in 2004-05, in accordance with the schedule laid out in Michigan’s Accountability Workbook, as approved by the U.S. Department of Education.

Multiple-Year Averaging

In determining where each school or district stands in relation to the State objectives, Michigan uses a three-step averaging system, as follows:

Step One – Look at the school’s most recent State assessment results. Does the school meet the State target? If yes, the school makes AYP. If no, go to Step Two.

Step Two – Calculate the average of the school’s most recent and preceding year State assessment results (two-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, go to Step Three.

Step Three – Calculate the average of the school’s most recent and preceding two years’ State assessment results (three-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, the school is classified as not making AYP based on the State target and the safe harbor test is applied.

Multiple-year averaging is used only when a school does not make AYP based on current year MEAP data, and when there are fewer than 30 students assessed in a school. Multiple-year averaging is used as a method to derive an AYP status for a school that assesses fewer than 30 students in a single year. Michigan uses multiple year averaging to try to assign an AYP status to as many schools as possible. In cases where the school, as a whole, has fewer than 30 students participating in state assessment, two-year, and if necessary three-year averaging will be used for the whole school to obtain a large enough group of students to assign an *Education YES!* grade and AYP status. This technique is applied to the whole school or district, not to any subgroups. Subgroup data does not figure into AYP calculations in cases where there are fewer than 30 students in a subgroup in a given year.

The above scenario applies to multiple-year averaging for proficiency. The U.S. Department of Education recently announced that participation rate could also be averaged over two or three years. The Department of Education is taking advantage of this flexibility in programming the 2004 report cards. Although the federal regulations permit averaging up to a maximum of three years, we have only two years of data at this time – the participation rates from the last report card and the new rates for 2004. Example: last year’s rate of 97% (made AYP), averaged with this year’s rate of 93% (normally would not make AYP) = 95% (therefore made AYP). We will average in a third year in 2005.

Safe Harbor

If a school or district, as a whole or for a subgroup, does not meet the state objective, it may make AYP by showing improvement from the prior year, using the safe harbor provision. To make AYP through Safe Harbor, a group must decrease the percent not proficient by 10 percent from the previous year and also must meet the additional indicator (attendance or graduation rate).

Full Academic Year

Michigan’s definition of a full academic year allows student scores to be included only for students that have been enrolled in the school (or school district) for a full academic year. This provision holds schools (and school districts) accountable for students that they have provided instruction to.

Michigan has two semi-annual student count days, as provided in the State School Aid Act. These count days are the fourth Wednesday in September and the second Wednesday in February. These student count days are the basis of Michigan's definition of a full academic year.

For a school district: Students must have been enrolled in the school district for the two most recent semi-annual official count days.

For an individual school:

1. Students must have been enrolled in the school for the two most recent semi-annual official count days.
2. For students in their first year in a school building because of the grade structure of the receiving school (for example, a student "graduating" from a K-4 elementary school to a 5-8 middle school), the student will be considered as having been in the middle school for a full academic year if the student was, in the previous year, enrolled in another school (in this case the elementary school) in the same school district.

Students who have been in the school district for a full academic year but have moved from building to building at the same level (that is, elementary to elementary), within the district will be counted in the district's AYP but not in a building's AYP.

The above is the definition of full academic year that has been approved by the Michigan State Board of Education and the US Department of Education. The Michigan Department of Education will use the Single Record Student Database (SRSD) to apply the definition of full academic year in calculating AYP. Documentation of full academic year is provided by enrollment in the school or district on the pupil count date. Other documentation of student mobility is not permitted under the definition.

Before the recent release of 2004 Winter MEAP and MI-Access data, schools had an opportunity to view and correct demographic data on students. Schools were able to indicate which students had not been enrolled for a full academic year. The Single Record Student Database (SRSD) also contains such information. The 2004 report card has been programmed to use both district-submitted and SRSD data to exclude the scores of students that have not been enrolled in the school for a full academic year in calculating the percent proficient used in determining AYP.

The Department of Education will continue to review appeals based on corrections of data for enrollment and assessment. As corrections for 2004 are made, local procedures to improve data integrity will be stressed. The appeals process will include cross-checks of demographic corrections, and additional documentation requirements to avoid such problems.

Participation in Assessment

It is the policy of the Michigan State Board of Education that all students participate in the state assessment program. The student's status in terms of enrollment for a full academic year is not relevant to whether the student should be assessed. The federal No Child Left Behind Act requires that at least 95% of enrolled students be assessed. The number of students to be

assessed is determined from the Single Record Student Database (SRSD), collected by the Center for Educational Performance and Information (CEPI). This is taken from the Spring (February) collection. The number that should be assessed are the students reported as more than 0.50 combined February Full Time Equivalent (FTE) in the grades in which English language arts and mathematics are assessed under the Michigan Educational Assessment Program (MEAP) and MI-Access (grades 4, 7, 8, and 11). In addition, any special education students (more than 0.50 FTE) reported as ungraded are included if they are the age that should be assessed. Students where the residency code indicates that the student attends a nonpublic school are excluded. Students that enter the school district after the start of the MEAP testing window are excluded, as are any students that leave after the start of the testing window.

School Attendance

Michigan has chosen to use school attendance as its additional indicator for Adequate Yearly Progress for the elementary and middle school grades. Data on student attendance comes from the SRSD. This is taken from the Spring (February) collection. The calculation of attendance rate will be based on data submitted to CEPI in the SRSD, comparing:

- Each student's total possible number of attendance days that year, based on the student's date of enrollment.
- Each student's actual days of attendance, out of the total attendance days possible for that student.

A school's attendance rate is calculated as the aggregate total number of days of actual attendance for all students in the school, divided by the aggregate total number of possible days of attendance for all students, based upon each student's date of enrollment, times 100, to obtain a percentage figure. The initial percentage target for the state will be: 85% attendance. Schools above this percent will be considered making AYP, for attendance. The attendance rate for a subgroup is only used when determining if a school or district meets AYP for a subgroup through safe harbor.

It is not expected that Michigan's eventual target attendance rate would be 100%. The realities of student attendance, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on an estimated beginning target attendance rate of 85% for 2002-03, the intermediate target goal of 90% will begin in 2008-09 and remain in effect through 2013-14.

Graduation Rate

The federal No Child Left Behind Act requires that the graduation rate be used as an additional indicator for Adequate Yearly Progress for high schools. It is not an expectation that, like student proficiency in English Language Arts and Mathematics, the target goal for graduation rate in Michigan should reach 100% by 2013-14. The reality of high school enrollment, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on a beginning target graduation rate of 80% for 2002-03, the following are Michigan's intermediate target goals as approved by the Michigan State Board of Education:

2005-06 – 85%

2008-09 – 90% This rate will be remain in effect through 2013-14.

For schools whose graduation rate is initially below the state target rate, the amount of improvement needed to achieve “safe harbor” will be calculated by subtracting a school’s actual graduation rate from the state target rate. In order to be considered making AYP by a “safe harbor” approach, a school will be expected to reduce this gap number by ten percent (10%), to be achieved over a period of two years. A minimum group size of 30 will be applied for graduation rate for the purposes of reliability.

For the 2004 School Report Card, Michigan will continue to use the method that has been used to calculate graduation rates since 1990. In future years, as data is reported through the SRSD, Michigan will begin using a cohort method of calculating the four-year graduation rate, as required by NCLB. The cohort rate will be derived from exit codes reported through the Single Record Student Database. The cohort rate will be reported for subgroups, in addition to the graduation rate for the school and school district. Michigan’s traditional method of reporting the graduation rate will be used until such time as the cohort graduation rate becomes available.

High School Scores Used for AYP

The normal high school test administration in Michigan is at the end of the eleventh (11th) grade. However, students who are seeking to qualify for dual enrollment in eleventh grade are allowed to take the assessments in the tenth grade. The assessment results from the normal test administration, at the end of eleventh grade, will be used for AYP with the exception that students that demonstrate proficiency in tenth grade (fall or spring) or eleventh grade (fall) may have their achievement and participation status carried forward into the 11th grade test administration of their cohort for calculation of AYP and the participation rate. While students are allowed to retest, for scholarship purposes, in the twelfth grade, a twelfth grade score does not count for AYP or participation. This procedure is in contrast to *Education YES!* in which twelfth grade scores are counted, and results are reported by graduation class.

To calculate the participation rate for high schools, the number of students enrolled in the eleventh grade will be the “universe” of students that are expected to participate in the assessment. A student will be counted as participating if the student takes the assessment in the tenth grade for dual enrollment, or in the eleventh grade. High school results, including achievement and participation, will be reported for AYP by eleventh grade cohort.

Students With Disabilities

In Michigan, students with disabilities constitute one of the subgroups whose successful achievement of AYP will be required (along with other subgroups) in order for a school or school district to be classified as making AYP. Students with disabilities participate in the State Board approved Michigan Educational Assessment System (MEAS) in one of several ways:

- MI-Access, Michigan’s Alternate Assessment Program;
- Participation in the MEAP with accommodations; or
- Participation in the MEAP without accommodations.

All students are assessed. The State Board of Education's MEAS policy and Federal law (IDEA-97) require all students, including students with disabilities, be assessed through the state assessment system.

Students with disabilities participating in MEAP using nonstandard assessment accommodations will be counted as "Not Proficient" in the calculation of Adequate Yearly Progress. However, they will count as being assessed in the school and district participation rates. This is required by federal policy and is not consistent with MEAP reporting.

Federal law provides that the Individual Education Planning (IEP) team makes a decision for each individual student as to the state assessment (MEAP or MI-Access) that the student will participate in and the accommodations made available for the student's participation.

The U.S. Department of Education has issued regulations that allow proficient scores from alternate assessments to be counted for AYP. Specifically, this new regulation permits states to use alternate achievement standards to measure the progress of students with the most significant cognitive disabilities. These alternate achievement standards must be aligned with the state's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible; they do not, however, have to measure grade-level achievement. When measuring Adequate Yearly Progress (AYP), states and school districts may count the "proficient" or "advanced" scores of students with the most significant cognitive disabilities who take assessments based on alternate achievement standards - so long as the number of those proficient and advanced scores does not exceed one percent of all students in the grades tested at the state or district level, respectively (about nine percent of students with disabilities). Without this flexibility, those scores would have to be assessed against grade-level standards and would be considered "not proficient."

It is important to remember that the new regulation does not limit the number of students that can participate in the MI-Access assessments. The decision as to whether a student should participate in a MI-Access assessment must be made for that student by the IEP team.

The U.S. Department of Education is accepting requests from states to increase the 1% to a higher percentage. Michigan intends to but has not yet applied for this waiver. Therefore, the 1% rule will be applied to the 2004 report cards according to the federal regulations. In applying this rule for the 2004 School Report Card, to students who have been assessed with MI-Access, the Michigan Department of Education will count the 1% starting with the highest scoring students and working down. This means that there will be inconsistencies between the reports received by schools and parents, and the scores that will be counted for AYP on the School Report Card. The MI-Access scores will still count as proficient, with no cap, in computing the achievement change score within *Education YES!*

Unethical Practices

Unfortunately there are cases where a valid assessment score for a student or school is not available because of a serious ethical issue. Scores that are determined to be unethical will be counted as "not tested" for the purposes of AYP participation. In cases where an investigation

has not yet concluded, the Report Card data will be reconciled with the assessment data at the conclusion of the investigation.

We also encourage authorized users of the Report Card system to be mindful of the potential for unethical practices related to Report Card data. The appeals process will include cross-checks of demographic corrections, and additional documentation requirements to avoid such problems.

Feeder Schools

There are many schools in Michigan that do not include a grade that is assessed by the MEAP. An example of this is a school that enrolls students in grades K-2, that feeds into a school that has MEAP results. These feeder schools are assigned the MEAP results and AYP determination of the receiving school. This includes situations in which a single feeder school is associated with a single receiving school, as well as situations in which multiple feeder schools are associated with a single receiving school. This procedure is called “backfilling” and will be used in Michigan.

The 2004 School Report Card will initially show any feeder relationships that were in place for the 2003 Report Card. In cases where the feeder relationship has changed, or where the feeder relationship does not yet show, the school district should notify the Department through the Report Card appeals process.

Small Schools and Small Subgroups

NCLB requires that AYP address both confidentiality and reliability in terms of how student assessment scores are reported and used. For confidentiality, Michigan uses the number of 10 students. Michigan does not publicly report state assessment results for groups smaller than 10. These results are reported to the school district. For reliability, Michigan has chosen the number of 30 students. We cannot be confident of inferences based on the data for groups smaller than 30.

Michigan uses multiple year averaging to try to assign an AYP status to as many schools as possible. In cases where the school, as a whole, has fewer than 30 students participating in state assessment, two year, and if necessary three year averaging will be used for the whole school to obtain a large enough group of students to assign an *Education YES!* grade and AYP status. This technique is applied to the whole school or district, not to any subgroups. Subgroup data does not figure into AYP calculations in cases where there are fewer than 30 students in a subgroup in a given year.

For achievement status under *Education YES!* the same rules for small groups are followed as for AYP. For the *Education YES!* grade for achievement status, the school needs to have at least 10 students each year and a minimum of 30 students. For achievement change, a minimum average of 30 students are needed across the data points to compute the change grade. We expect that many schools of the schools for which grades were not calculated in 2003, will have calculated grades in 2004.

Small schools, with fewer than 30 students assessed under MEAP over 3 years, are asked to self-report AYP status using other student assessment data. Communication about self-reporting will be sent at a later date.

New Schools

Both *Education YES!* and Adequate Yearly Progress look at more than one year of data in a school. A school must have at least three years of comparable MEAP data to be graded under *Education YES!* A school must have two years of comparable data to miss making Adequate Yearly Progress (AYP). If a new school's MEAP scores are below the state objective, the schools or school district will receive an "AYP Advisory". The AYP status is not issued until the second year of comparable MEAP data to allow the school the opportunity to make AYP through safe harbor.

Report cards are not issued for schools after they have closed, even though the school did test students during the 2003-04 school year. Schools that are listed as closed in the School Code Master do not have a report card.

Other Situations

There are some situations where students attend a school other than the school that the student would normally attend. The student should be counted for assessment in the school that provides the student's instruction. Examples of this situation are in alternative education programs and special education centers. The principle behind this is that the school held accountable is the one that is responsible for the student's learning.

In the case of students attending a specialized school or program rather than the home school (e.g. alternative high school; special education center program, either stand-alone or hosted in a general education school facility; ISD operated school, etc.), the U.S. Department of Education allows for the assessment scores of these students to be:

1. Attributed to the school responsible for the instruction of the students, or hosting the program (that is, scores included in the specialized school's or host school's AYP calculation), OR,
2. Sent back to the home school, for inclusion in calculating AYP for the home school that sent the student to the specialized program.

In the 2003 report card, we used the first choice and will do so again for the 2004 report card. The Michigan Department of Education, however, is open to dialogue on this issue for the 2005 report cards.

The Michigan School Report Cards do not address Adult Education or Preschool Programs in any way. Adult Education students are not required to participate in MEAP and are not part of either *Education YES!* or AYP. Adult education programs will not receive an *Education YES!* grade nor AYP status. Young adult education participants who are served because they have been permanently expelled from school and have no appropriate education program available to them are not counted among students that are required to participate in MEAP. This policy is

limited only to those students that are permanently expelled and that are not counted for the foundation allowance under the State School Aid Act. Alternative Education students that are counted as public school students under the State School Aid Act are treated as any other student for both *Education YES!* and AYP.

There are cases where assessment answer documents were sent to the MEAP contractor and the scores were not reported to the school district. The students for whom assessment scores are missing may be considered proficient for AYP if the school district provides contemporaneous documentation that completed test documents were sent to the contractor and the school district reports evidence of proficiency using other assessments.

Appeals

A school district has the opportunity to appeal any data that affect its grade or AYP status if it has evidence that the data may be inaccurate. For example, the school district might identify corrected data regarding the number of students that were enrolled and should have been assessed. The appeal must originate by logging into the School Report Cards web site.

The Department of Education will do all that it can to correct errors that are brought to its attention. The purpose of the appeal window is to address substantive issues regarding the *Education YES!* grade or AYP status. The school district must demonstrate that the appeal will change the grade or AYP status. The school district must cite specific data that is challenged in the appeal. Appeals that have no effect on the *Education YES!* grade or AYP status will not be considered.

School districts will have at least 15 calendar days to submit an appeal, if necessary. The Department of Education will review appeals on a timely basis. An acknowledgement of the appeal will be immediately sent to the school district.

Schools may still identify authorized users to view the Report Card and to submit appeals. There is no limit on the number of individuals that a district authorizes. Users need to establish a Michigan Education Information System (MEIS) account at <http://michigan.gov/meis/> if they do not already have an account. The school district should mail or fax the User Security Agreement to the Department of Education. Contact the Department at aypcontactus@michigan.gov to get a copy of the Security Agreement required for each user.

Data from assessments other than MEAP cannot be used as evidence in an appeal for *Education YES!* or for AYP. A school is asked to self-report AYP data using other assessments only if the aggregate number of students assessed is less than 30 over a three-year period.

The time period for filing an appeal of the 2004 report cards for elementary and middle schools will be: June 10 through midnight of June 30. No appeals will be accepted after this period. The firmness of this timeline is necessary in order to meet the August target date for the public release of the report cards. In addition:

1. No appeals will be accepted for the School Performance Indicators (School Self-Assessment) once these have been approved and submitted by the superintendent.

2. No appeals will be accepted regarding failure to meet, or technical difficulties meeting, the May 18 extended deadline for submitting the Indicators.
3. Schools were given an opportunity, prior to the release of 2004 MEAP data, to correct student demographics. Because of this, complete and thorough documentation will be required for any appeals filed over demographics. In the last appeals period, the “word” of many schools was accepted because of schools not having had a prior opportunity to review the student demographics. That will not be the case this time.

Report Card Appeals System

The Department has developed a new appeals tracker system that keeps together all information and communication about each appeal regarding the Report Card. When an authorized user enters the School Report Card web site, the user has the opportunity to communicate with the Department to make corrections to the data that the Report Card is based on. The User initiates an appeal by clicking “Request Appeal” on any page of the Report Card web site. Once an appeal is submitted, the user will receive an email confirming the appeal. The email communication will also include a secure URL or web address where the user can:

- View the original communication to confirm that the message was delivered and that the appeal is active;
- View additional communication from the Department about the pending appeal;
- Add information or clarify data regarding the appeal; and
- Verify that the Department has made appropriate corrections have been made and that the appeal can be “closed.”

This system will allow the Department to track all appeals, ensuring that appeals do not fall through the cracks. It is critically important that users verify that their email address is correct when an appeal is filed. Users should also look for a confirming email after an appeal is initiated. All communication and action on each appeal will be accompanied by an email communication from the Department to the email address indicated on the original appeal.

Identification for Improvement

The No Child Left Behind Act requires that any school where federal Title I funds are used be identified for improvement if the school does not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English language arts or mathematics). Once a school is identified for improvement, it continues to be identified until it makes AYP in the content area for two consecutive years. Students and parents have certain opportunities, required by federal law, if they attend schools that are identified for improvement. A school is identified for improvement only if it is a school in which federal Title I funds are allocated. School districts are advised to implement the NCLB requirements as soon as they become aware of the AYP status or upon notification of an appeal decision if the AYP status is appealed.

Other Questions

Feel free to [contact the Department of Education](mailto:aypcontactus@michigan.gov) at aypcontactus@michigan.gov if you have any other questions or need other information about the Michigan School Report Cards.

Comparison of 2003 and 2004 School Report Cards

This is a high status elementary school that did not receive an “automatic B” under the current procedure. In 2003 this school received a status grade of “A” and a change grade of “F”, for a composite grade of “B”. The 2003 Report Card for this school is shown below.

2003 Education YES! Report Card

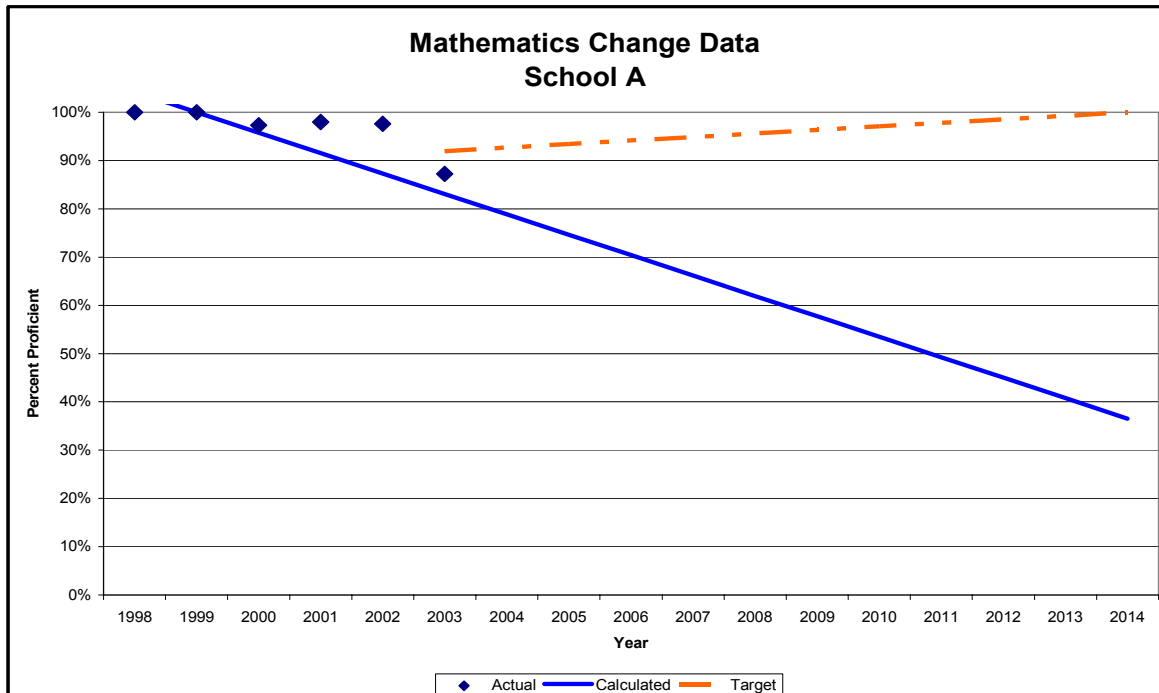
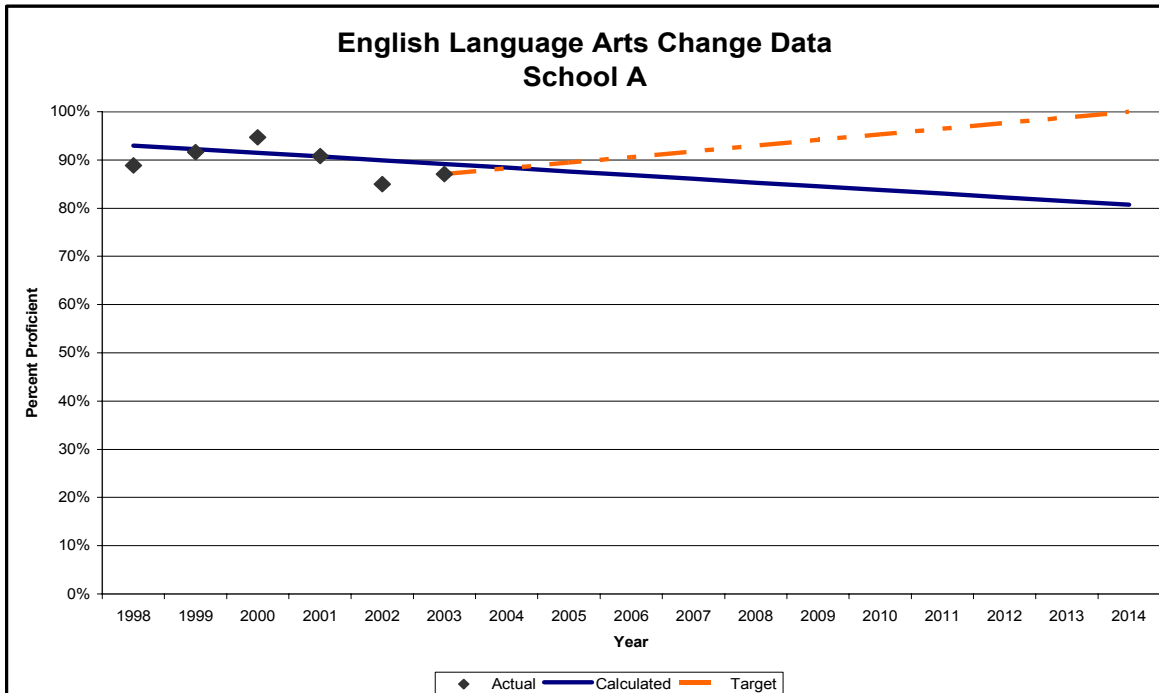
Component	Score	Grade
Achievement Status	96.0	A
Achievement Change	50.0	F
Indicators of School Performance	99.0	A
Preliminary Score and Grade	81.8	B
Adequate Yearly Progress (AYP)	Met AYP	

The Prototype of the 2004 Report Card is show using the 2003 data to highlight the change in the calculation and display of the Report Card. The 2004 Report Card shows the actual and adjusted change scores and the scores and grades for English language arts and mathematics. The composite score is changed in the 2004 Report Card.

2004 Education YES! Report Card Prototype

	Status	Change		Score	Grade
		Actual	Adjusted		
Student Achievement					
English language arts	92.9	50.0	80.0	86.5	B
Mathematics	99.1	50.0	80.0	89.6	B
Achievement Subtotal	96.0	50.0	80.0	88.0	B
Indicators of School Performance				91.7	A
Preliminary Score and Grade				89.2	B
Adequate Yearly Progress (AYP)	Met AYP				
Composite Grade	B				

The following charts show the achievement change data for English language arts and for mathematics for school A.



Michigan Department of Education
Chart of Adequate Yearly Progress Consequences for Title I Schools

Rev. 04/04

Phase Zero	Phase One	Phase Two	Phase Three	Phase Four	Phase Five
Not Identified for School Improvement	Identified for School Improvement	Identified for School Improvement – Continuing	Identified for Corrective Action	Identified for Restructuring – Planning	Continue Identified for Restructuring – Implementation
Does not have two consecutive years of “No AYP”.	No AYP for two consecutive years. *	No AYP for three consecutive years. *	No AYP for four consecutive years. *	No AYP for five consecutive years. *	No AYP for six consecutive years. *
	<i>Phase One Requirements</i>	<i>Phase Two Requirements</i>	<i>Phase Three Requirements</i>	<i>Phase Four Requirements</i>	<i>Phase Five Requirements</i>
	Parent Notification				→
	Student Transfer				→
	Option **				
	Technical Assistance			→	
	Implement Revised School Improvement Plan	→			
	Use 10% of School’s Title I Allocation for Professional Development	Supplemental educational services ** →	Corrective action information to public and parents	Planning for restructuring Involve teachers and parents in planning process	Implement restructuring plan

* An identified school that makes AYP for one year remains at the same phase. If the school makes AYP for two consecutive years, it returns to Phase Zero.

** Amount equal to 20% of district’s Title I allocation for transportation and/or supplemental educational services.